

# READING ACTIVITIES

## *Book Five*



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*Maintenance and Functional Exercises  
for use with*

# THE LAIDLAW BASIC READERS

Library Edition (1961)



## READING ACTIVITIES • BOOK FIVE

### Maintenance and Functional Exercises for use with The Laidlaw Basic Readers

To the Teacher: The broad purposes of this reading activities book are two-fold:

1. To give pupils practice in basic reading skills which lead to a mastery of the essentials of reading.
2. To permit pupils to be constantly aware of which skills they are practicing and how these skills will help them.

The methods of bringing about these purposes are also two-fold:

1. By addressing pupils directly on each page, telling them what to do and why they should do it.
2. By providing exercises that obviously make possible the learning that is expected of the pupils.

In this book activities precede selections when added preparation for reading with understanding seems desirable. Exercises follow all selections on which further work is desirable. These preparatory and conclusive exercises should be read strictly in conjunction with the appropriate selections in The Laidlaw Basic Reader. The teacher will note that all main exercise headings, indicating the beginning of work for a certain selection, are printed in **bold** type. All subheadings, indicating a continuation of work with a certain selection, are printed in *italic* type.

Following the exercise material covering a section of reading material in the reader, are review exercises. Following the review pages is a reading speed test. These tests are provided for the purpose of helping the teacher free pupils from the bad results of wasting time while reading.

The exercise material in this series of activities books supplements, and does not duplicate, the exercises in The Laidlaw Basic Reader. The activity books are offered with the thought that the exercises will provide additional training in the mastery of basic reading skills. These skills are listed at the end of the first selection in each of the Laidlaw Basic Readers, Four, Five, and Six.

Teacher and pupils alike will find the pattern of procedure clear, and the exercises interesting and helpful.

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Chicago • New York • San Francisco • Dallas • Atlanta

Preparation for Reading Laidlaw Basic Reader Book V

*Choose the Right Words*

Before beginning your reader for this year, you will want some review work. On this page and the next two pages are exercises that will help you remember how to find the meaning of words.

From this list of words choose one to fill each blank space in each sentence below the list.

fault	nickname	spinach	murmur
dormitory	doubtful	catcher	pitcher
substitutes	team	yelled	courage
nine	headmaster	congratulate	cheered

John's ..... was Jack.

The head of the school was called the .....

There are ..... players on a baseball team.

The spectators ..... the .....

..... is something we all admire.

..... this boy because he has done well.

..... is a vegetable.

Players who are not regular members of a team are called .....

A ..... is a place where several people sleep.

The ..... and the ..... are very important players on a baseball team.



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To the Teacher  
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There are ..... players on a baseball team.

The spectators ..... the .....

..... is something we all admire.

..... this boy because he has done well.

..... is a vegetable.

Players who are not regular members of a team are called .....

A ..... is a place where several people sleep.

The ..... and the ..... are very important players on a baseball team.

## Know the Alphabet

How well do you know the alphabet? To gain practice in using the alphabet, arrange the words below in alphabetical order. *Alone* will be the first word.

behind ..... alone .....

can .....

try .....

zebra .....

train .....

alone .....

big .....

drive .....

elf .....

good .....

won .....

young .....

run .....

ran .....

queer .....

satisfy .....

vase .....



## *Synonyms and Antonyms*

1. Synonyms are words that have about the same meaning. Think of a synonym for each word below, and write it on the blank line opposite the word.

big ..... large .....

small .....

good .....

happy .....

tall .....

bright .....

brave .....

2. Antonyms are words that have nearly opposite meanings. Think of an antonym for each word below and write it on the blank line opposite the word.

strong .....

last .....

right .....

hot .....

out .....

fast .....

long .....

fat .....

## Using Book Aids

Two of the important helpers in your reader are the *table of contents* and the *glossary*. You should know how to use these aids. The table of contents gives you titles, authors, and the number of the page on which each selection be-

gins. The glossary gives you pronunciations and definitions of difficult words.

The exercises below will help show you the uses of these two book aids. Turn first to page 3 of your reader.

1. Who wrote the story "An Ocean Fishing Trip"?

.....

2. On what page is the poem "In the Streams"? .....

3. On what page is the story "A Hero of our Navy"? .....

4. Who wrote "The Story of Steel"? .....

.....

5. Turn to page 441 of your reader. Notice the key to pronunciation.

How does that help you? .....

.....

6. Are the words in the glossary arranged by the alphabet? .....

7. Find in the glossary how many feet there are in a fathom. ....

8. How can you be sure that you can pronounce the word *heiress* correctly? .....

.....



# Activities Following the Story "The Runt Comes Through."

## *Understanding the Main Thought*

Almost everything you read has a main thought or idea. In reading a selection you should always understand what the main thought is. The exercises on this page will give you a chance to think about

the main thought in each part of the story "The Runt Comes Through." You have already chosen, on page 20 of your reader, the sentence that best tells the main thought of the whole story.

1. What is the main thought in the part called "Prepared"?

.....

.....

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2. What is the main thought in the part called "The Opportunity"?

.....

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3. What is the main thought in the part called "The Hero"?

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## Why Selections Are Organized

Stories or articles longer than two or three pages are often divided into parts. Books are divided into chapters. Longer works, like encyclopedias, are divided into volumes. You have seen that the story "The Runt Comes Through" has three parts. The story is organized this way so that you may

read it and understand it more easily. Each part tells different things about the story, but they are all connected. If you left one part out the story would not be complete. The exercises here will help you see the value of organizing material so that it may be easily understood.

1. What names or titles can you think of that might be used instead of the present title for each part?

.....

.....

.....

.....

.....

2. In which part do you find the facts named on each line below? Put the right answers on the blank lines.

Joe's nickname was "Runt." .....

Billy Herman left the game. ....

The team had few substitutes. ....

Dr. Smith called for Little Joe. ....

"The Runt" entered the game. ....

Joe didn't mind being called "The Runt." .....

Activities Following the Selection "A Speech Ball Game."

*Learn to Speak Well*

The speech lessons in your reader all give you help in learning to speak well. But you should remember to practice whenever you speak, and not just when you have speech lessons. You

should remember the kinds of speech exercises given you on pages 21 and 22 of your reader. To help you remember them, follow the directions on this page.

Find in your book, and copy here, at least one exercise each for the lips, the tongue, the palate, and the jaw.

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## Preparation for the Selection "A Popular Hobby."

### *Use Your Experience*

Whenever you read you should make use of all you know and all you have done. For example, if you know and have played baseball you understood the first story easily. Your experience helped

you. Always remember to use your experience when you read. The exercises on this page will ask you to tell of experiences you have had. They will help you understand the next selection in your book.

1. Draw a line under the words that best tell what a hobby is.

a wooden horse      work done often for pleasure

2. Draw a line under any hobbies you have or have had.

collecting stamps	collecting insects	collecting stones
collecting shells	collecting coins	collecting marbles
collecting match packs	collecting plants	collecting flowers
collecting minerals	collecting arrow heads	collecting relics

3. How do you think collections should be taken care of?

.....

.....

.....

.....

.....

.....

.....

.....

## Activities Following the Selection "A Popular Hobby."

### *Making an Outline*

If you outline a story you can see how it is made. This is a useful exercise because it helps you see that writing needs a plan. Without a plan a story may just go on and on and not have any purpose. With a plan or outline it becomes clear and

well made. Fill in the outline form below. Write the most important details under the headings given below.

Complete this outline for the third paragraph on page 37. You will need to read the paragraph again.

### Numbering and Cataloguing Specimens

1. Why specimens should be numbered and catalogued

(a) Labels may get lost

(b) Some specimens are too small to label properly

2. How each specimen should be numbered

(a) .....

(b) .....

3. Where to catalogue specimens

(a) .....

(b) .....

4. What information to include in a catalogue

(a) .....

(b) .....

(c) .....

(d) .....

## *Build Your Vocabulary*

In order to read well, understand well, and express yourself well, you must know and use many words. Many pages in this book will help you build your vocabulary, just as the exercises here will help you. Always try to understand a word by the way in which it is used. But if you cannot see the meaning through the

way the word is used, look it up in the dictionary. The first number after each word below is the number of the page on which the word appears; the second number shows the line on the page where the word is used. Read the sentence that uses the word, then write the meaning of the word.

1. manage 25-2 .....
2. exchanged 26-17 .....
3. exhibit 27-4 .....
4. varieties 27-18 .....
5. professional 28-6 .....
6. handiwork 28-17 .....
7. jungles 29-2 .....
8. preserve 29-15 .....
9. camouflage 33-31 .....
10. recall 35-26 .....
11. identifying 36-15 .....
12. duplicates 39-3 .....
13. educational 40-12 .....
14. naturalist 42-28 .....



## Know Your Dictionary

The dictionary has many uses. It does more than give the meanings of words. You will learn most of the uses of a dictionary in this book. On this page you will learn how words in the dictionary are marked to show accent. Accent means speaking one part of a word with more emphasis than you use on another part. The ac-

cent on the word *careful*, for example, comes on the first part: CAREful. But instead of using big letters to show accent the dictionary uses a mark like this '. The dictionary marks *careful* this way: care'ful. Find each word in the list below in your dictionary and mark each one as the dictionary does for accent.

1. pocket .....
2. wonder .....
3. hobby .....
4. depend .....
5. collect .....
6. number .....
7. complete .....
8. arrow .....
9. success .....
10. hunting .....
11. object .....
12. accent .....
13. Indian .....
14. exhibit .....

## Finding Information

Do you know where to look for more information about subjects that interest you? One kind of book that has much information is called an *encyclopedia*. Encyclopedias are sets of several books. They have on their backs letters that tell you, or words that tell you, by the alphabet, where you may find the information you want. For example, in Volume A, you would find only subjects be-

ginning with that letter: Atlanta, Atlantic, and so on. In Volume BC you would find subjects beginning with the letters B and C.

The exercises below will give you practice in knowing where to look for information in encyclopedias. Choose from the row of letters given, and write on the blank lines, the volume letters you would look for to find information on the subjects listed.

	GH	C	S	F	IJ	B	DE	TUV
1. Indians								
2. hobbies								
3. fish								
4. science								
5. South America								
6. fossils								
7. butterflies								
8. United States								
9. Iceland								
10. horses								
11. camouflage								
12. volcanoes								

## Activities Following the Poem "In the Streams."

### *Beauty in Poems*

When a poet sees something he likes or thinks is beautiful, he makes word pictures about it. His word pictures make a poem, and when you read the poem you see what the poet saw. Often the word pictures are beautiful, just as some painted pictures are. Often the poet uses words and phrases

that are beautiful. Sometimes the words sound alike, or rhyme, and make a pleasant repeated sound. In many ways a poet is a friend and maker of beauty. Exercises on this page will help you see beauty in a poem. There is beauty in most poems.

1. What word picture can you see in the first six lines? .....

.....

.....

.....

2. Draw a line around each pair of words that rhyme.

gleams	propelling	fin	out
streams	swimming	in	trout

3. What do the phrases below mean as they are used in the poem?

many species .....

.....

winglike fin .....

.....

game fish .....

.....



## Activities Following the Story "An Ocean Fishing Trip."

### *Speak in Different Ways*

You should learn to use variety in your talking. No one should speak always in the same way. Different ideas should be spoken in different ways—some quietly, some excitedly, some as commands,

others as questions, and so on.

This page will help you practice variety in speaking. How would you say each of the following sentences taken from the story you have just read?

1. "Hurrah!" yelled Bob. "I've been waiting all summer for this."
2. "Why can't I use mine?" said Bob, somewhat disappointed.
3. "Very well," said Bob's father. "Let me try them."
4. "Hi there!" called Bob.
5. "Cast off, Pop Eye," called the captain to the deck hand.
6. "Oh, a sailor's life is the life for me," he began to sing.
7. "Nothing but mackerel," growled the captain.
8. "Heave to!" yelled the captain.
9. "I've got a bite! I've got a bite!"
10. "I should say not," gasped Bob.
11. "I guess—I—haven't—any," said Bob.
12. "Yellowtail!" shouted the captain.
13. "Uncle Jim," he said suddenly, "what kind of a fish is a yellowtail?"
14. "Keep reeling steady, sir," said the captain.
15. "White sea bass!" said the captain. "And a dandy!"
16. "Please give us the best you have."
17. "Why can't we fish anywhere?" asked Bob.

## Activities Following the Story "Some Jolly Adventures of Robin Hood."

### *Remember Important Details*

It is important to remember the details that help build the main ideas of a story. On this page you are asked to show that you remember some important details of the Robin Hood story. This is a

"take your choice" page. Follow the directions for doing exercise 1. In exercises 2, 3, 4, 5, and 6, draw a line under the words that will make each sentence complete.

1. Draw a line under each sentence below that is true.

Robin Hood was a sheriff.

Robin Hood was a potter.

Robin Hood was kind to the poor.

Robin Hood wanted to be an enemy of the king.

Robin Hood pretended he was a potter.

All the men lived in log huts in the forest.

The sheriff thought Robin Hood was a good archer.

Robin Hood captured the sheriff.

Marian and Robin were married by the king.

Robin was glad to stop being an outlaw.

Big John was one of Robin's men.

2. Robin Hood was  
a lawyer.      a knight.      an outlaw.

3. Robin Hood is a popular story hero because he  
lived a life of action.      lived in a forest.      loved Marian.

4. Marian liked life in the woods because she loved  
green clothes.      fresh air.      Robin Hood.      Little John.

5. When Robin beat the sheriff's men at shooting they were  
glad.      angry.      puzzled.      well pleased.

6. When the sheriff returned, all the people  
were sorry for him.      laughed at him.      shook his hand.

## Activities Following the Poem "Sir Guy and Robin Hood."

### *Know the Words*

Sometimes it is possible to get meaning from a poem without knowing exactly what some of the words mean. But in order to understand anything fully you must know it exactly. The exercises on

this page will help you see how well you know some of the words in the poem about Robin Hood. Find the words in the poem as you do these exercises.

1. Write definitions or synonyms of these words.

chatty .....

gossipy .....

roamed .....

plundered .....

quoth .....

throughout .....

moor .....

2. What do these phrases mean?

with a price upon his head .....

.....

good folk .....

ere daylight fade .....

from the forests to the moor .....

.....



**Review Activities Following the Section “Sport—Adventures and Hobbies.”**

The exercises on this page and on page 18 will give you practice in reviewing what you have read, and the skills you have practiced.

- 1. Of what story could the following sentence be called a main thought?  
When you work hard and improve in what you are doing, you have a good chance for success.

.....

- 2. Which story did you like best in this part of your book?

.....

Why? .....

.....

.....

- 3. Which poem did you like best? .....

..... Why? .....

.....

- 4. In what story or poem did each character in the list below take part?

Sir Guy .....

Dame Margaret .....

Joe Green .....

Pop Eye .....

*(Continue on page 18)*

5. Which character did you like best in this part of your book?

.....

Why? .....

.....

6. Were there any characters you did not like? .....

If so, why did you dislike them? .....

.....

.....

7. Which selection gave you most information? .....

.....

8. What do you think is the value of making a plan or outline for a story or a talk? .....

.....

.....

9. What are some of the ways in which a dictionary helps you?

.....

.....

.....

## *Do You Read Fast Enough?*

People do not all read at the same speed, any more than they walk or run at the same speed. But everyone should learn to read as fast as he can without missing anything important. You cannot read with proper speed unless you keep your mind on your work. You cannot think of other things while reading, and still read well. So the first lesson to learn is the

lesson of concentration: think only of one thing at the time you are doing it.

The exercises on this page will help you and your teacher test your reading speed. When the teacher tells you to, turn to page 42 in your book and read all of the part called "Collector's Slogan—Be Prepared." Then answer the questions below.

1. What does the writer say about starting a collection unless you intend to keep on with it? .....

.....  
.....

2. What is the best slogan for a collector? .....

.....

3. Why should you take care of your specimens promptly? .....

.....  
.....  
.....

4. Does the writer say you can be lazy and still be a good collector? .....

.....

5. Raise your hand to show the teacher that you have finished.



## Preparation for the Selection "Bright and Noisy Nature."

### *Use Your Experience*

In this second part of your book you will find many subjects that you know something about. Your experience will be especially helpful in

reading about these subjects. This page will give you practice in thinking about and telling about your own experiences and knowledge.

1. Write about the worst thunder and lightning storm you have ever seen. ....

.....

.....

.....

.....

.....

.....

2. What are some of the values of rain? .....

.....

.....

.....

3. What are some of the dangers of lightning? .....

.....

.....

.....

Activities Following the Selection "Bright and Noisy Nature."

Finding and Remembering Information

The value of the selection you have just read is in the facts it tells you. On this page you will be asked to show that you have understood and remembered some of these facts.

1. Write in your own words what lightning is. ....

.....

.....

.....

2. How did Franklin experiment with lightning? ....

.....

.....

.....

.....

3. How do lightning rods protect houses from lightning? ....

.....

.....

.....

4. What are the "northern lights"? ....

.....

.....

## Information in Reference Books

No short selection can tell as much about an important subject as many people want to know. In every encyclopedia there is infor-

mation about the facts you have just studied. Find and write a report on what is said in an encyclopedia about the subjects below.

1. Valhalla .....

.....  
.....  
.....

2. Valkyries .....

.....  
.....  
.....

3. Benjamin Franklin .....

.....  
.....  
.....

4. Odin .....

.....  
.....  
.....



## Other Uses of Dictionaries and Glossaries

You have learned that the glossary and dictionary give you definitions and the accent of words. They also give you what is called *phonetic*, or word-sound, spelling. With this spelling other special marks are used, called *diacritical marks*. When you understand these marks you can be certain of the pronunciation of any word in the glossary or dictionary. These marks are explained by example

on page 441 of your reader, and they appear at the bottom of every page in dictionaries.

Doing the exercises on this page will give you practice in how to understand *phonetic spelling* and *diacritical marks*. Copy after each word below everything the glossary or dictionary has except the definition. Find the first two in the glossary, and the others in the dictionary.

1. Aurora Borealis .....
2. landslide .....
3. electric .....
4. thunder .....
5. lightning .....
6. mutter .....
7. cannon .....
8. explodes .....
9. explorer .....
10. weather .....
11. mountain .....
12. rainbow .....

## Reading Other School Subjects

Remember that reading skills are not learned just for the reading you do in your reading class. They should be used in all the reading that you do, both in school and out. Also, much of the material in your readers helps you understand and increase the value

of reading you do in other subjects. For example, the facts about thunder and lightning will help you in other nature study. Such facts are also connected with geography. The exercises on this page will help you see how this is true. Use your reading skills in all subjects.

1. How important is farming in places where there is not enough rain?

.....

.....

2. What are some of the places in the world where rain is scarce?

.....

.....

3. What effect do the weather and the mountains have in Norway?

.....

.....

.....

4. What other countries are limited in their natural wealth by mountains and snow? .....

.....

.....

Activities Following the Poems “The Storm” and “The North Wind.”

Reading Poems

Have you ever tried to describe a thunder storm or a strong wind? Have you found it hard to describe such things so that others could see clearly and hear clearly what you had seen and heard? These two little poems you have read do in a pleasant simple way what you may often have tried to do. The poems have word pictures of what

the poet did and heard and saw. It is easy for you to see these word pictures, isn't it? The poets also use rhyme, or words that sound alike, to make the poems more pleasant. Whenever you read poems try to see the word pictures. Then practice making these pictures in your own words. Here you will have practice in that exercise.

- 1. Make word pictures of your own of these lines.

In my bed all safe and warm  
I like to listen to the storm.

.....

.....

.....

.....

- 2. Make word pictures of your own of these lines.

It shrieked in the treetops,  
It grumbled at you.

.....

.....

.....

.....



## Preparation for the Selection "Modern Pioneers."

### *Use Your Experience*

Your experience will help you understand the next story. Perhaps you have not taken part in some of the activities told about	in it, but you have probably read about some of them. Remember that your reading experience helps you understand new reading.
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1. Have you ever been in any great woods or parks where nature is wild? ..... If so, describe such a place briefly.

.....  
.....

2. Why do you suppose Indians like wild places? .....

.....  
.....

3. Why do you think it may be a good thing to keep, or conserve, some of our wild animals, birds, and land? .....

.....  
.....

4. What do you know about the conservation work of the Boy Scouts?

.....  
.....  
.....

# Activities Following the Selection "Modern Pioneers."

## Organizing and Remembering Material

The selection "Modern Pioneers" contains much interesting information which you should remember. Read the selection carefully and make an outline showing the ideas which you want to remember.

Perhaps you will choose these topics for the main headings in

your outline. 1. *Famous men who worked to protect birds.* 2. *How the government protects wild life.* 3. *How men and women can help.* 4. *How boys and girls can help.* Under each main heading list the important facts about it and letter them (a), (b), and so on.

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## *Finding Information in Reference Books*

Much has been said and written about the important subject of conservation. It is a subject many people should know more about.

Exercises on this page will direct you to find more information on this subject. It is important to know how to find information.

1. Find, in an encyclopedia or a geography book, more information on how land is conserved. Write some of the facts here. ....

.....

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2. Find more information about the Audubon Society, the Boy Scouts, or the 4-H Clubs and write the facts here. ....

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## Using an Index

It is helpful in some kinds of books to have an index. In an index you can find topics quickly in such subjects as history and geography. If you wanted to find information about George Washington, for example, in an American history book, you would look in the index for Washington. His name

would be there listed in order of the alphabet, under the W's. With his name would be given the numbers of the pages in the book that tell something about him. Learning to use an index will help you save time in your study. The exercises on this page give you practice in using an index.

1. In what part of your history and geography book is the index for each? .....

2. In what order of the alphabet do you find the following states listed? Write them in that order on the blank lines.

Minnesota .....

Maine .....

Massachusetts .....

Missouri .....

3. How many page numbers are listed in your history for Washington, or Julius Caesar, or Rome, or Boston? .....

4. What value can you see in an index? .....

.....

.....

.....

# Activities Following the Poems "The Year's at the Spring" and "The Brown Thrush."

## Beauty in Poems

Some part of nature is often chosen by poets as a subject for a poem. The poet sees a bit of nature that he likes, and makes a word picture of it. By the use of rhyme and a careful choice of

words, and other skills known to a poet, these pictures of nature are made pleasant. The exercises on this page will give you practice in finding rhyming words and in seeing how they are used.

1. Write opposite each word the word that rhymes with it.

spring .....

morn .....

seven .....

pearled .....

2. Does the last word of the first line of "The Year's at the Spring" rhyme with the last word of the second line? ..... If not, in which line do you find the word it rhymes with? ..... With the last word in which line does *morn* rhyme? ..... seven? ..... pearled? .....

3. Which words in the poem "The Brown Thrush" rhyme? Write them in twos or threes on the lines below.

.....

.....

.....

# Preparation for Reading the Story "Marooned by a Whale."

## *Opinions About Story Characters*

Readers of stories that are true or nearly true have opinions about characters in those stories just as they have about people in real life. We like or dislike characters in stories. We admire them or have

no respect for them. In fact, while reading good stories the reader thinks of the characters as real people. As practice in forming opinions about characters, do the exercises on this page.

1. What would you think of a boy who wanted to go out in a small boat on the ocean to hunt for whales, even though he knew it was very dangerous? .....

.....  
.....

2. What feeling would you have toward an older man who had so much knowledge and courage that he could battle the most dangerous whales without fear? .....

.....  
.....

3. What would you think of a ship captain who forced all his men to get away safely before his ship sank? .....

.....  
.....  
.....



# Activities Following the Story "Marooned by a Whale."

## *Expressing Your Feelings*

Often in stories there are happenings that make readers have such feelings as excitement, fear, hope, pity, and so on. When you read such stories you should be able to enjoy these feelings, be-

cause they are a part of your reading pleasure. The exercises on this page will help you see which happenings in the sea story made you have such feelings as some of those mentioned here.

1. What was going on in the story at the time you were most excited about it? .....

.....

.....

.....

.....

.....

2. What feeling did you have about the gloomy sailor? .....

.....

.....

3. How did you feel toward the captain at the very end of the story?

.....

.....

.....

**Review Activities Following “Nature—Land, Sky, and Water.”**

The review on this page and on page 34 will help you find out how much you remember of the stories and articles in this part of your book. If you have forgotten some of the details, skim through the story in which they are used and find the answers.

1. Write one thing that each of the following people or characters did that interested you: Franklin, Grey Owl, Audubon, Colin, Captain

Murchison. ....

.....

.....

.....

.....

2. Which story or article did you like best in this part of your book?

.....

Why? .....

.....

.....

3. Which poem did you like best? .....

Why? .....

.....

.....

*(Continue on page 34)*

4. Where is the safest place to be during a lightning storm?

.....

5. What are "word pictures"? .....

.....

.....

6. What have you learned in this part of your book about better speaking? .....

.....

.....

7. Write four short sentences using new words that you have learned.

.....

.....

.....

.....

8. What is the meaning of the phrase "nautical ballad"?

.....

.....

9. Who wrote the poem called "The Year's at the Spring"?

.....



## Do You Read Fast Enough?

Remember that the important thing about your reading speed is your ability to think only of what you are reading as you read it. The directions and exercises here will give you more practice in that ability.

Turn in your readers to page

91. Read the paragraph beginning "To protect...." Read it very carefully, then close your book and do the exercises below. After you have done the reading and the exercises, raise your hand to show the teacher that you have finished your speed test.

1. Why do farmers put lightning rods on their houses and barns?

.....  
.....

2. Are these rods connected to a wire that runs into the ground?

.....

3. Explain how lightning rods help protect the buildings that have them.

.....  
.....  
.....  
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.....

## Preparation for Reading the Selection "A Brave Explorer."

### *Use Your Reading Experience*

Your history book is filled with facts about history. History tells what happened in the past. It is not the purpose of history books to tell stories. Yet there are many fine stories that are based on his-

tory. History facts are used, but stories are told about the facts. Have you ever read such stories? This page will ask you to use your reading experience in answering that question and others.

1. Have you ever read about King Richard of England, called the "Lion Hearted"? ..... What do you remember about him? .....

.....

.....

2. What stories have you read about Henry Hudson? .....

.....

.....

.....

3. What other explorers have you read stories about? .....

.....

.....

.....

.....

## Activities Following the Story "A Brave Explorer."

### *Think for Yourself*

In reading stories about history you should know what is history and what is story. The story you have read about Henry Hudson and old New York is mostly his-

tory. But parts of it refer to stories that are not history. The exercises on this page will help you see the difference between regular history and history in story form.

1. Write two or three history facts found on pages 157 and 158 of your reader. ....

.....

.....

2. What is there on page 158 and the top of page 159 that is not history? .....

.....

.....

Why are you sure of this? .....

.....

.....

3. What is there in the rest of this selection that tells about stories that are not real history? .....

.....

.....

## Use Your Reading Skills

Whenever you read, read as well as you can. Do not feel that if you read well in reading class you can neglect careful reading in other classes, or outside of school. Can

you see that many of your reading skills are very helpful in reading history?

The exercises on this page will help you see that.

1. How will ability to understand main thoughts in what you read help you read history well? .....

.....  
.....  
.....

2. How does ability to remember important details help you read history well? .....

.....  
.....  
.....  
.....

3. How does ability to organize material help in reading history well?

.....  
.....  
.....  
.....



## Activities Following the Selections "A Song of Praise" and "Explorers in Speech"

### *Say Everything Clearly*

Practice in saying "tongue-twisters" is fun and helpful. The sentences below will give you

practice in reading words clearly. Say the sentences aloud quickly without slurring.

1. Aren't you anxious to ask Ann to answer Arnold?
2. Be as brave as a black bear at a blueberry basket.
3. Can the car carry Cal and Carl to California?
4. Dig the ditch deeper and drain it dry.
5. Elderly elephants enjoy easy exercise.
6. Francis is famous for forcing favors from friends.
7. George is gentle and generous and gives gifts gladly.
8. Have you heard that Harold hurt his hip?
9. Is an igloo an ice-house or is it a house of ice?
10. Joyce and Jerry enjoyed the Johnson's jam.
11. Kate kept the kettle in the kitchen.
12. Let the little lame lion lie longer.
13. Mabel made muffins for Mary's mother.
14. No new napkins are needed in the navy now.
15. An old officer once offered us oil and olives on the oasis.
16. Please pass the pickles that Paul's pennies purchased.
17. Bring quartz of good quality from the quarry quickly.
18. Robert would rather run races than rinse rags.

# Activities Following the Story "Knights of the Silver Shield."

## *Think for Yourself*

Many times in stories you read about happenings that could not be true. Yet as you read the story, if it is interesting, you accept the happenings as parts of a

good story, true or not. And often these things that are not true stand for something that is true. The exercises on this page will help you think for yourself about this idea.

1. Explain in your own words what is said about the silver shields and the stars that sometimes could be seen on them. ....

.....

.....

.....

.....

.....

.....

2. You know that the stars could never really appear on the shields. But what could these stars really stand for in the lives and actions of the knights? .....

.....

.....

.....

.....

## *Express Your Opinion*

Whenever you read a story you can find things to think about that were not actually in the story. A good story suggests other thoughts and ideas to you. It is well to make use of these ideas. They help give you experience in thinking about

your reading. They also increase your understanding so that you can read new stories and like them. When these values appear, the story is well worth reading. This page contains exercises that will help you think, and also express opinions.

1. There are no real giants, and never were, but what do you think the giants may stand for in the story? .....

.....  
.....  
.....  
.....

2. Why do you think Sir Roland must have been very much tempted to accept that wonderful sword? .....

.....  
.....  
.....

3. What do you think of the knight who came back when he was wounded? .....

.....  
.....

## Activities Following "A Story of Independence."

### *Always Use Your Reading Skills*

The story about independence is very much like some of the material you read in history books. It presents facts and details that have to be understood before you can understand the main thoughts. This is always true in reading

history, also. It is important to remember that in reading history and other school subjects—as well as the reading you do out of school—you should use all your reading skills. The exercises on this page will help you remember that.

1. Why is it important in reading to think about what you read?

.....

.....

.....

2. Why is it important in reading history to know where to find more facts? .....

.....

.....

3. Why is it important to use all your reading skills in all your reading? .....

.....

.....

.....

.....



## Activities Following the Poem "Independence Bell."

### *How Would You Say It?*

Many poems contain word pictures, a story, and ideas. The poem "Independence Bell" contains those qualities. Some of the story information given in it is the same as that you found in the story about independence that you have read. On this page you will gain practice

in expressing in your own words some of the ideas and word pictures in the poem.

How would you express in your own words the following lines and phrases from the poem? Find how they are used in the poem before writing your answers.

1. There was tumult in the city,  
In the quaint old Quaker town—

.....

.....

.....

2. So they surged against the door—

.....

.....

3. When a nation's life's at hazard  
We've no time to think of men—

.....

.....

.....

.....

# Activities Following the Selection "Patriotism and Good Speech."

## Think for Yourself

It is important that you learn the ability to think independently. One of the subjects on which people think is that of patriotism. It is important to know how to express yourself on this important subject. It is important not only to be patriotic but to be able to

express your patriotism in words and deeds. On this page are exercises that will help you gain this ability in thinking and expressing thoughts of your own. The exercises are based on the three ways of expressing patriotism as outlined on page 194 of your reader.

1. How can patriotism be expressed by the subjects you choose to talk about? .....

.....  
.....

2. How can patriotism be expressed by the way in which you speak? .....

.....  
.....  
.....

3. How can patriotism be expressed by what you say about the subjects you choose to discuss? .....

.....  
.....  
.....

## Activities Following the Poem "The Flag."

### *Find Words That Sound Alike*

As you know, many poems use rhyming words, or words that sound alike. In order to appreciate poems that use rhymes, you should be able to recognize words that sound alike. You should be able to do this without thinking about it too much. If you have to stop and wonder about the sounds, you do not enjoy the poem. For that reason you should practice reading and

finding words that sound alike. The exercises on this page will give you practice in this activity.

Study the words in the list carefully. Then write on the lines below each pair of words in this list that sound alike: flag, hail, caress, dread, bars, cheer, head, bless, stars, drag, trail, hear, man, soon, saw, sink, sound, moon, round, claw, tan, think.

.....

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.....

Activities Following the Story "The Girl Who Liked to Play Nurse."

Express Your Opinions

It is not hard to decide what your opinion is of Florence Nightingale. Everyone admires what she did. But is it so easy for you to put in words your full opinion of her, with reasons for your opinion? That is the activity in which most people need practice: the ability to tell why they think or feel as they do. On this page you will find practice in gaining that ability. Use your book, if you need it for details in doing the following exercises.

- 1. What is your opinion of Florence Nightingale? .....
- 2. What details of actions, her thoughts, what she said and what others said and thought about her, help you form your opinion? .....



*Find Information in Reference Books*

What you have just read about Florence Nightingale gives you no details about the great work that made her known all over the world. At the top of page 201 this work is mentioned. But, as you will find

when you read more about her, she was more than a nurse. Doing the exercises on this page will give you greater knowledge of Florence Nightingale. You will find the answers in an encyclopedia.

1. Why were her friends surprised when Florence wanted to study nursing and become a nurse? .....

.....  
.....

2. What work made Florence Nightingale famous? .....

.....  
.....

3. What was the feeling of the English people about this great work?

.....  
.....  
.....

4. How did Miss Nightingale continue to be helpful after she returned to England? .....

.....  
.....

## Preparation for the Story "A Hero of Our Navy."

### *Use Your Knowledge of Words and Facts*

Many times in reading stories you need to know certain facts in order to enjoy your reading and understand it easily. This is true because many stories are written with the hope that the reader will not have to have everything explained to him. On this page you

will gain practice in remembering helpful facts that you probably know.

Write on the lines below something you know about each of the numbered words and phrases. Be sure that what you write is correct.

1. American colonies .....

.....

.....

2. Atlantic Ocean .....

.....

.....

3. Gibraltar .....

.....

4. Alps .....

.....

5. ships used before steamships .....

.....

.....

## Activities Following the Story "A Hero of Our Navy."

### *Express Your Opinion of People*

In stories that are mostly about people, it is very important to understand the people and have opinions about them. It is impor-

tant also that you have the ability to express these opinions. The exercises on this page will give you practice in this ability.

1. What is your opinion of Joshua Barney? .....

.....

.....

.....

.....

2. What is your opinion of Drysdale? .....

.....

.....

.....

3. What is your opinion of Mr. Murray? .....

.....

.....

4. What is your opinion of the old shipowner? .....

.....

.....

## Use Your Reading Skills

Do you suppose there is any special use for reading skills in reading geography? This is a question

you should think about carefully. Doing the exercises on this page will help you answer the question.

1. How could ability to use your real and your reading experience help you read geography well? .....

.....

2. How could ability to use the dictionary help you? .....

.....

3. How could ability to organize material read help you read geography well? .....

.....

4. How could ability to use reference materials help you? .....

.....

5. What help would it be to know how to use a table of contents and an index? .....

.....



## Review Activities Following "History—People and Brave Deeds."

The exercises on this page and page 52 will help you find out how much you remember about the stories and poems you have read in this part of your book. If you cannot remember some of the details, skim through the selection in which they appear and find them.

1. Was Henry Hudson a Dutchman or an Englishman?

.....  
.....

2. What are some Dutch customs still in use in our country? .....

.....  
.....

3. What was the name of the knight who guarded the gate?

.....

4. Fill in the blanks in the sentence below.

The large man with grave face and stately manner is .....

.....

5. Draw a line under the King George the colonies fought against.

George III

George II

George V

6. The Liberty Bell is in .....

7. ....  
was a famous nurse.

(Continue on page 52)

8. How did Joshua Barney escape from prison? .....

.....

.....

.....

9. What have you learned about the dictionary in this part of your book? .....

.....

.....

10. Which selection in this part did you like best? .....

..... Why? .....

.....

.....

.....

.....

11. Which character or person did you like best in this part of your book? .....

Why? .....

.....

.....

## Are You Reading Fast Enough?

When you read some exciting story for pleasure, probably nothing takes your attention away from your story. This is the habit of concentration that you should have in all your reading. See how well you can concentrate now on this fast-reading lesson. Remember that the most important things are to understand what

you read, and not waste time reading it.

When your teacher tells you to begin, read the first two paragraphs on page 161. Read them carefully enough to understand them fully. Then do the exercises below, and raise your hand to let the teacher know when you have finished.

1. How were floors covered in the old Dutch days? .....  
.....
2. How were rooms lighted in the old Dutch days? .....  
.....
3. Why were little boys and girls sometimes afraid to go to bed?  
.....  
.....
4. What were some of the things the Dutch children did at Christmas time? .....  
.....  
.....  
.....
5. Do we do any of the things now that they did then? .....

Activities Following the Selection "Making the Most of Yourself."

Understand the Main Thoughts

In the article about making the most of yourself there are many important thoughts. The exercises	on this page will help you express them in your own words and become better acquainted with them.
---	---

1. What is the difference between making the most of yourself, and getting the best for yourself? .....

.....

.....

.....

.....

2. Why is it important to take care of your appearance? .....

.....

.....

3. Why are good manners important? .....

.....

.....

4. Why is it important to have courage? .....

.....

.....



Activities Following the Selection "Making the Most of Your Speech."

How Would You Say It?

It is not hard to see why it is important to make the most of your speech. The exercises on this page will help you make certain that you know the rules of the

game of good conversation.

Write in your own words the main ideas expressed about each of the subjects below. First read pages 235, 236, and 237 again.

1. Be able to talk about many things. ....

.....

.....

.....

2. Try not to repeat. ....

.....

.....

3. Avoid arguments. ....

.....

.....

4. Use the best language always. ....

.....

.....

.....

.....

## Activities Following the Poem "One, Two, Three."

### *Finding Stories in Poems*

There are often stories in poems, told just as simply and with as much interest as regular stories. Such stories are usually short. Also, story poems usually contain some ideas that are suggested but not fully expressed. A careful reader will

understand these suggested ideas.

The exercises on this page will help you see that the story is told just as a regular story is except that it is written in the form of a poem. Write the story facts contained in each of the ten stanzas or parts of the poem.

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## Preparation for the Play "A Thanksgiving Dream."

### *Use Your Own Experience*

Have you ever dreamed anything that seemed very real? Almost everyone has. But usually when we wake up we realize that it was all a dream. Your experience in dream-

ing and reading about things that could not be real, will help you understand the play you are to read next. The exercises here will help you use your experience.

1. Tell briefly about some dream you have had or heard about in which you or someone got what he wanted. ....

.....  
.....  
.....

2. What do you think are the foods most desirable for a Thanksgiving dinner? .....

.....  
.....  
.....

3. How do you suppose a boy could be dressed to represent a pumpkin, and a girl to represent a rosy-cheeked apple? .....

.....  
.....  
.....

## Activities Following the Play "A Thanksgiving Dream."

### *Appreciating Story Characters*

Even though you know that characters in stories or plays are not real, you should be able to think of them as real people while you read about them. In all stories and plays that are well written and well read, this is quite possible. In the

play you have just read some of the characters may be thought of as real.

The exercises on this page will give you practice in thinking about story or play characters you have read about.

1. Who are the two characters in this play that may be thought of as real while you read about them? .....

.....

.....

2. What do these two characters do or say that seems so natural that you can believe them true? .....

.....

.....

.....

.....

3. Why is it not possible to think of any of the others as being real?

.....

.....

.....



Activities Following the Selection "Some Prescriptions for  
Speech Improvement."

Use the Dictionary

It is important to pronounce words correctly. If you do not, people may not understand you, or you may be thought careless. When you take a new word into your vocabulary, be sure you can pronounce it correctly, as well as know its meaning. Also, check up on your other words, and

make sure you are saying them properly.

On page 260 of your reader you are asked to make a list of words that you think ought to be in a word clinic. On this page, write such a word after each figure below, then tell why the word needs treatment.

1. ....

.....

.....

.....

2. ....

.....

.....

.....

3. ....

.....

.....

.....

## Activities Following the Poem "The Prairie Fire."

### *Express Your Feelings*

Often the story told in a poem can be just as exciting as a story written in any other form. That is true of the story in the poem about the prairie fire. In it the poet wanted you as a reader to see the

people and the places, and feel the danger and fear that they felt.

The exercises on this page will help supply you with practice in expressing your feelings briefly but accurately.

1. In what time of the year did these story happenings take place?

.....

2. Tell in your own words how these people travelled.

.....

.....

3. What was your feeling toward them before they knew there was a fire? .....

.....

.....

4. What was your feeling about the danger they were in when the father spoke? .....

.....

5. What is your feeling about the boy who knew the right thing to do, and did it? .....

.....

## Preparation for the Story "A Magician of Love."

### *Expressing Opinions*

Most people have many opinions. They have opinions about people and happenings. Those who are able to express their opinions are the ones whose opinions other

people are interested in hearing. That is one reason why practice in expressing your opinions is valuable. On this page you will have such practice.

1. What would your opinion be of a man who spent most of his life helping others, with almost no rewards for himself? .....

.....  
.....

2. What would you think of a man who went out in bad storms through deep snow to save someone's life, and then instead of resting came back to play Santa Claus for some children who were expecting him? .....

.....  
.....

3. What pleasure do you think anyone finds in doing good for others?

.....  
.....  
.....  
.....  
.....

## Activities Following the Story "A Magician of Love."

### *Find Main Thoughts*

Remember that the most important purpose in most reading is to find and understand the main thought. The activities on this page will give you practice in

gaining that ability.

Write the main thought of each part of the story under the headings below. The headings will help you tell the main thoughts.

#### 1. Mercy among the Fairy Castles

.....

.....

.....

#### 2. The Beginning of Lend-a-Hand's Journey

.....

.....

.....

#### 3. Strange Resting Places

.....

.....

#### 4. Christmas Toys Go to Labrador

.....

.....

.....



Activities Following the Selection "A Prescription for Vowels."

Use the Dictionary

As you become better acquainted with the dictionary, it becomes easier to use and of greater use to you. The five pages you have read about the vowels have helped you learn more about ways in which the dictionary can help you. The exercises on this page will give you further help in becoming acquainted with the dictionary.

1. Write on the blank lines below each word in the lists on page 290, and mark them with diacritical marks as the dictionary does.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

2. In what way are diacritical marks useful? .....

.....

.....

## Review Activities Following the Section "Emotion— Hardship and Success."

The exercises on this page and page 65 will help you find out how much you remember about the selections in this part of your book. If there are some details that you cannot remember, skim through the book to find them.

1. Which selection in this part of your book did you like best?

.....

Why? .....

.....

2. What are some of the facts you found in this part of your book?

.....

.....

.....

.....

3. In what selection did an old lady and a little boy play hide-and-  
seek? .....

4. How does careful speech help you make the most of yourself?

.....

.....

.....

*(Continue on page 65)*

5. In what other ways can you help make the most of yourself?

.....

.....

6. Tell who the following real or story people are: Ethel Forrester, Elise Forrester, Dr. Grenfell.

.....

.....

.....

.....

.....

.....

7. What have you learned about the dictionary in this part of your book?

.....

.....

8. What have you learned about expressing your feelings and your opinions?

.....

.....

## Activities Following the Selection "Master of Music."

### *Learn to Appreciate Beauty*

Some people have an "ear for music." Others have to know something about music before they appreciate its beauty. Some people never do learn to like good music, and that is too bad. If you are taught music, at home, or in

school, be sure to learn as much as you can about it. Enjoying music is one of the finest ways to find pleasure.

The activities on this page will help you appreciate the beauty told about in "Master of Music."

1. What "sweet June smells" have you ever noticed? .....  
.....  
.....
2. Why did the teacher not punish Edward for drawing a picture of him? .....  
.....
3. What is a portrait painter? .....  
.....
4. What is one way in which MacDowell's music is different from that of others? .....  
.....
5. What did MacDowell say about loving your country and writing music about it?.....  
.....  
.....



## Activities Following the Poem "Vision."

### *Finding Meaning in Poems*

Sometimes poems have in them more suggestions than story facts. When that is true the poems are not always easy to understand. But often such poems are very beautiful, so it is worth while to try to understand them. One of the best ways to make sure of your understanding is to say in your words what you think the

poet is saying in his. And remember this: in poems of this kind the meaning does not have to be exactly the same for all readers.

The exercises on this page will give you practice in expressing meaning. Write in your own words the meaning you find in each of the three stanzas of the poem "Vision."

1. ....

.....

.....

.....

2. ....

.....

.....

3. ....

.....

.....

.....

.....

Preparation for the Story "The Prize of the Tapestry Weavers."

Think of Beauty

People in the older countries have been making and liking beauty for many hundreds of years. They made beautiful things with their hands, long before there were machines. One of their forms of beauty making was weaving. They wove for beauty as well as for use. One of the things they wove was

tapestry. The tapestries showed pictures, woven in color, of actions the weavers had heard of and admired, or actions they imagined. These tapestries were often very beautiful.

The activities on this page will help you think about beauty that can be made without the aid of machines.

1. What have you or someone you know ever made by hand with clay or some other material? .....

.....

2. If you were to weave pictures of actions into a large tapestry, what story or actions would you choose to picture? .....

.....

Why? .....

3. How do you think a poor boy of long ago, who was fond of beauty, would feel if given a chance to work with a famous weaver of tapestries? .....

.....

Activities Following the Story "The Prize of the Tapestry Weavers."

Understand the Main Thought

Sometimes by finding and writing down the main thoughts of a selection, you can find the heading that would be most useful in an outline. Then by finding the details that make the main thoughts

true you find the subheads for an outline. On this page write the main thoughts of each section of this story. On the next page you will put these thoughts, and the details that support them, in outline form.

1.

2.

3.

4.

## Making an Outline

Before making an outline for the story about Jacques, find in your book the details that support the main thoughts written

on page 69. Then write on the lines below the headings and subheadings that you think will make a good outline for the story.

[illegible]



## Activities Following the Selection "Word Weavers."

### *Build Your Vocabulary*

Sometimes certain words remind you of other words, as you learned in reading the selection "Word Weavers." Making lists of words that are suggested by other words is a good way to build your

vocabulary for greater use.

Write opposite each word below two or three words that word suggests to you. Just write down words you think of right away.

1. lion .....
2. baseball .....
3. automobile .....
4. house .....
5. books .....
6. king .....
7. Sunday .....
8. tent .....
9. summer .....
10. red .....
11. music .....
12. paper .....
13. street .....
14. circus .....
15. dog .....

Activities Following the Play "Why the Princess Couldn't Stay."

Express Your Opinion

This play shows you how a selection may have a teaching purpose, and still entertain you. The exercises on page 330 in your reader give you practice in finding mean-

ing and correcting speech faults. On this page the exercises will help you tell why the little play about an imaginary princess was entertaining.

- 1. Do any of the people in this play seem natural and real to you?  
..... Which ones? .....  
.....
- 2. In what ways does the author of this play make most of her play people real? .....  
.....  
.....
- 3. How does it help in a play like this to have most of the play people natural? .....  
.....
- 4. What are some of the amusing happenings or sayings in this play?  
.....  
.....  
.....  
.....

# Preparation for the Selection "Master of the Sea."

## *Learn to Find Beauty*

You have learned that beauty is of many kinds. One kind of beauty often seen is shown in paintings. Sometimes it is not possible to see great paintings, because they are likely to be in museums in large cities. If you live in a large city it is easy to see paintings. But everyone may

see copies of paintings, and photographs of paintings, and these are often beautiful. Before reading about a great American painter, tell something about what you know already about pictures. The exercises here will help you tell of pictures you have seen.

1. How many colors can you find in the picture on page 317 of your reader? .....

2. How does the picture on page 309 tell you that Jacques is poor, that Beatrix is not poor, and that both children are interested in what the weaver is doing? .....  
.....  
.....

3. Where are Jacques and Beatrix in the picture on page 305? Be ready to point them out.

4. What are the main differences you notice right away between the picture on page 301 and that on 331? .....  
.....  
.....

## Activities Following the Selection “Master of the Sea.”

## Making an Outline

Remember that it is important, in making an outline, to use headings and subheadings that will show a plan clearly. Your outline should be so clear that anyone using it may follow with it the material it is based upon, or build from it material that is to be written. In

order to get more practice in making a clear outline, make one with all important details for just the first part of this selection. Use "The Young Artist" as your main heading, and letter the details under it as (a), (b), (c), and so on, using as many letters as you need.

[illegible]



## Activities Following the Poem "A Comparison."

### *Finding Beauty in Poems*

The title of the poem you have just read showed you that two or more things were going to be compared. Then as you read you found what those things were: snow and apple blossoms. The poem might also have been called "A Contrast," because differences or contrasts between apple blos-

soms and snow are pointed out. By comparing and contrasting, showing things alike and different, poets often create the word pictures they want.

The exercises here will help you see the comparing and contrasting word pictures in this poem.

1. The poet says snow falls softly. How do apple blossoms fall?

.....

2. He says that snow brings certain noisy things. What are they?

.....

3. How is the falling of apple blossoms contrasted with the noisy things that are brought by the snow? .....

.....

.....

4. How do these comparisons and contrasts help you see the word pictures of both things more clearly than a straight description might?

.....

.....

.....

## Activities Following the Selection "The Boy Who Climbed the Church Steeple."

### *Think for Yourself*

In a story like this many facts are told, but the author expresses no direct opinion about the character of the main person in the story. But after reading such a

story you should be able to form and express your own opinion of the character.

The exercises on this page will help you in that kind of thinking.

1. What are the main facts given about Christopher's boyhood?

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.....

.....

2. What opinion, based on these facts, do you have of the character of the boy Christopher? .....

.....

3. What are the main facts about Wren's later years? .....

.....

.....

4. What opinion do you have of Wren's work as a man? .....

.....

.....

.....

**Review Activities Following the Section “Beauty—Sounds and Design.”**

The exercises on this page and on page 78 will help you find out how much you remember about the stories and poems in this part of your reader. If there are some details that you cannot remember, skim through your book and find them.

1. Who was called a “master of music”? .....

.....

2. What word pictures did you see in the poem “Vision”? .....

.....

.....

3. What prize did Jacques win? .....

.....

4. Why did Jacques win the prize? .....

.....

5. Who are “word weavers”? .....

.....

6. Why couldn't the princess stay? .....

.....

.....

.....

*(Continue on page 78)*

7. Why is Winslow Homer called "Master of the Sea"? .....

.....

8. What is the meaning of the title "A Comparison"? .....

.....

9. How did Christopher Wren make up for not being able to climb  
the real church steeple? .....

.....

10. What have you learned about beauty in this part of your reader?

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## Are You Reading Fast Enough?

Whenever you find yourself thinking of something that interrupts what you are reading, close your mind to that interruption and think only of your reading. It is not always easy to catch yourself right at the start of the interruption. But if you keep trying to concentrate, and understand why you should, concentration will become easy for you. Do

not waste time while reading, and you will read fast enough.

When the teacher tells you to, turn to page 344 of your reader and start reading the paragraph that begins "Each year he stayed. . . ." Read to the bottom of the page. Then do the exercises below and raise your hand to show the teacher that you have finished this test of your speed.

1. Until what month did Homer stay at Prout's Neck each year?

.....

2. Why did he leave? .....

.....

3. Where did he go? .....

.....

4. Did he paint while he was away? .....

5. What are some of the reasons why Homer's part of the country was attractive? .....

.....

.....

.....

.....

Preparation for the Selection "Strange Children of the North."

Use Your Experience

You will find that you already know something about almost every subject written about in this part of your book. As you read each selection, use the knowledge that you have. You may have had

real experience that helps you understand these selections, or you may have reading experience that helps you. Use both kinds of experience. The activities on this page will help you use your experience.

- 1. What are Eskimos? .....  
.....
- 2. What kind of houses do some of them live in? .....
- 3. What is their usual way of traveling? .....  
.....
- 4. What do you suppose they do to amuse themselves? .....  
.....  
.....  
.....
- 5. What other facts do you know about Eskimos? .....  
.....  
.....  
.....  
.....

Activities Following the Selection "Strange Children of the North."

Think for Yourself

We read about many things that we shall never see or do ourselves. But it's sometimes interesting to pretend trips, and think about what preparations are nec-	essary before taking them and while on them. Think for yourself about such an imaginary trip. The exercises here will guide you in your preparations for the journey.
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1. What would one difference be in the kind of equipment needed for living in South Sea islands and living in Greenland? .....

.....

.....

2. Imagine that you and three others are going to live by yourselves for three winter weeks in Alaska, far from all cities and stores. What equipment and supplies would you take? .....

.....

.....

.....

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## Activities Following the Poem "Tubal Cain."

### *How Would You Say It?*

In the preparatory note to this poem you were asked to think of each stanza as a scene in a play. Then you were told how this was possible. The exercises on this

page will give you practice in saying in your own words what others have said in theirs.

Write in your own words what the scene is in each stanza.

1. ....

.....

.....

2. ....

.....

.....

3. ....

.....

.....

4. ....

.....

.....

5. ....

.....



## Activities Following "The Story of Steel."

### *Remember Important Details*

You can realize how important details are in the story of steel. Think of the details that the inventors had to plan before they could make the steel process perfect. Some of these details should be remembered by those who read

about them. If the reader does not remember some of the important details, he has not found much value in the story.

This page will give you exercises that ask for details in the story you have read.

1. Why were iron rails not satisfactory as railroad tracks? .....

.....

2. Who invented the electric light? .....

..... the telegraph? .....

the telephone? .....

3. Why did Kelly run out of fuel in the days when he used charcoal? .....

.....

.....

4. What method did he learn to use in place of charcoal? .....

.....

.....

5. What is a converter? .....

.....

.....

## *Making an Outline*

Are you finding it easier to make outlines, and to see their value? On this page you will gain more practice in learning how to make a useful plan.

Make an outline for the section

of the story of steel called "Modern Converters." Make up your own headings and subheadings, using the figures 1, 2, 3, and so on and the letters (a), (b), (c) and so on, or some other form if you prefer.

Activities Following the Selection "A Prescription for Carelessness  
in Words."

*Pronounce Words Carefully*

When you talk with people they form part of their opinion about you on how you pronounce words. They decide whether you are careless or careful, and whether you know something about words, or are ignorant

about words. For that reason, among others, you should pronounce words carefully.  
Exercises on this page will give you practice in that ability. Remember to be careful about pronunciation.

1. What other reasons can you think of for pronouncing words carefully? .....

.....

.....

.....

2. What other words can you think of to add to the list of words on page 393—words that you must be careful to pronounce correctly?

.....

.....

.....

.....

.....

.....

.....

.....

## Activities Following the Poem "General Store."

### *Facts in Poems*

You know that poems often tell stories. It is also possible for them to be written about facts. But of course the poem must be

more than just a list of facts. It must use the facts in a poetic way.

The exercises here will help you think about variety in poems.

1. What are the facts and real things named in this poem? .....

.....

.....

.....

.....

.....

2. Write here, in pairs, the words of this poem that rhyme.

..... and .....

..... and .....

..... and .....

..... and .....

..... and .....

..... and .....

..... and .....

..... and .....



# Activities Following the Story "The Life of a Shepherd."

## Story Characters

In this story there are people about whom you are told enough to form opinions. When an author tells you how people act and talk

you should be able to form an opinion about them.

The exercises here will help you practice that ability.

1. How did the rancher show politeness? .....

.....

.....

2. How did the campers show politeness? .....

.....

.....

3. In what ways did the rancher show that he knew his business well?

.....

.....

4. How did the rancher show that he understood the hardships of the shepherd's life? .....

.....

5. How did the rancher show that he was hospitable? .....

.....

.....

# Activities Following the Selection "A Prescription for Consonants."

## Use the Dictionary

It should be easier now to use the dictionary. You should know well many of the ways in which it can help you. Have you gained the dictionary habit? It is one of the best habits you can have. The exercises on this page will give you more practice in the diction-

ary habit, and help you gain it. Choose any fourteen words from the lists on pages 406 and 407 of your reader. Find each of the fourteen words in a dictionary. Then copy each word as the dictionary spells it, marks it, and accents it for correct pronunciation.

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....
13. ....
14. ....

Activities Following the Selections "A Calcutta Market," and  
"Paris Market."

*How Would You Say It?*

You have also had much practice in saying in your own words what others have said in theirs. It should be easier now for you to do that well. Doing this helps you compare your way of expressing something with the way in

which a real writer has expressed it. It also tests your ability to understand what you read.

Exercises here will give you more practice in this ability. Write in your own words what is said in each sentence below.

1. In certain stores the prices are fixed; but in others, especially in the smaller ones, bargaining goes on, creating the noise so characteristic of the Indian market place. ....

.....  
.....  
.....

2. Some of these articles are sold every morning by small vendors.  
.....  
.....

3. But buy a pound or two of these—  
  
And see a dirty face all lost in smiling.  
.....  
.....  
.....

## Activities Following the Selection "Good Speech Pays Well."

### *Writing "Tongue-twisters"*

Some sentences are harder to say than others. Yet when we are speaking we want to be able to speak all words and all sentences clearly. Do you have any trouble saying the sentences on pages 414

and 415 quickly and clearly? This page will give you more practice with tongue-twisters.

Write some tongue-twisters of your own on the lines below. Try to make them interesting.

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....
13. ....
14. ....



## Preparation for the Story "The Window Washer."

### *Use Your Experience*

Many jobs that are done every day by someone are very dangerous. Perhaps you know what some of them are. If so, your experience will help you understand the thrills

and dangers of the story you will read next.

The exercises here will ask for answers which your experience will help you make.

1. What work do you know of that is very dangerous? .....

.....  
.....

2. Why would it not be possible for some men to have these very dangerous jobs? .....

.....  
.....  
.....

3. Why would you, or would you not, like to have a dangerous but exciting job? .....

.....  
.....

4. What do you think this sentence means? "His life hung by a thread."

.....  
.....

## Activities Following the Story "The Window Washer."

### *How Would You Say It?*

The exercises on this page will give you more practice in the ability to say in your words what

others have said in theirs.

Write your way of saying each of the sentences below.

1. As I looked, this human fly calmly stood his pole in an angle of his narrow quarters, pulled from his belt what appeared to be a drying cloth

and then— .....

.....

.....

.....

2. From my position in the street a short time before, I had wondered how in the world he could find a secure anchorage for his life-line.

.....

.....

.....

3. Then he got his fingers under the lower sash, threw it up, and sprang through beside me, hauling his utensils after him. ....

.....

.....

.....

.....

## Activities Following the Selection “Cowboys Then and Now.”

## Think for Yourself

After you have read a short selection on a subject that interests you, you should be able to write in your own words a brief telling of what you have read. If you remem-

ber some of the facts and use them, and then think out the story for yourself, you can do this exercise. Do it now for the story called "Cowboys Then and Now."

[illegible]

## Review Activities Following the Section "Knowledge— Workers and Facts."

The exercises on this page and on page 95 will help you find out how much you remember about the selections in this part of your reader. If you have forgotten some of the details, skim through this section of your book and find them.

1. Which story in this part of your book did you like best?

.....

Why? .....

.....

2. Which poem in this part did you like best?

.....

Why? .....

.....

3. Which character or real person read about in this part did you like best? .....

Why? .....

.....

4. What pleasures did the Eskimos have? .....

.....

.....

*(Continued on page 95)*



5. Why is steel important? .....

.....

.....

6. Why is it important to pronounce words carefully? .....

.....

7. What did the person want to do in the poem "General Store"?

.....

.....

8. Why are good dogs important in the work of sheepherding? ....

.....

.....

9. Why was the description of the Calcutta market interesting?

.....

.....

10. Where is Paris? .....

11. How does good speech pay well? .....

.....

12. Why did you like Hastings, the window washer? .....

.....

## Are You Reading Fast Enough?

In this book you have been given much practice in gaining reading skills. Also, you have been taught that reading fast enough means reading without any waste of time. Now that you have finished your reader and this book, do not stop learning and practicing reading skills. Continue to learn them and

use them in all your reading.

When your teacher tells you to, turn to page 384 of your reader and read all of the part called "Kelly's First Tilting Converter," to the bottom of page 386. Then do the exercises below and raise your hand when you have finished all of them.

1. Was Kelly easily discouraged? .....

2. Why did the workmen not want Kelly to succeed? .....

.....  
.....  
.....

3. Why did too much air spoil Kelly's experiment? .....

.....  
.....  
.....

4. What was the second trial? .....

.....  
.....  
.....

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## CURRICULUM

